



Sample Items

Grade 7 Writing

Texas Essential Knowledge and Skills

Question 1

Grade	7	Subject	Writing	Question	1
Reporting Category 3		Editing: The student will demonstrate an ability to edit a variety of texts.			
Knowledge and Skill Statement 7.19		Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.			
Essence Statement		Edits text for correct word usage and variance in sentence patterns.			
Prerequisite Skill		understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over) (K)			

Question 2

Grade	7	Subject	Writing	Question	2
Reporting Category 3		Editing: The student will demonstrate an ability to edit a variety of texts.			
Knowledge and Skill Statement 7.19		Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.			
Essence Statement		Edits text for correct word usage and variance in sentence patterns.			
Prerequisite Skill		understand and use the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases (1)			

Question 3

Grade	7	Subject	Writing	Question	3
Reporting Category 3		Editing: The student will demonstrate an ability to edit a variety of texts.			
Knowledge and Skill Statement 7.19		Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.			
Essence Statement		Edits text for correct word usage and variance in sentence patterns.			
Prerequisite Skill		use and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases (2)			

Question 4

Grade	7	Subject	Writing	Question	4
Reporting Category 3	Editing: The student will demonstrate an ability to edit a variety of texts.				
Knowledge and Skill Statement 7.19	Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.				
Essence Statement	Edits text for correct word usage and variance in sentence patterns.				
Prerequisite Skill	use and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases to convey location, time, direction, or to provide details (4)				

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to the ball under the bed in Stimulus 1. *Communicate* the text.
- *Communicate*: **Find the ball under the bed.**

Stimulus 1



The ball is under the bed.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the ball under the bed,	➡	mark A for question 1 and move to question 2.
If the student does not find the ball under the bed,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the ball under the bed,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the ball under the bed,	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. Communicate the text.
- Direct the student to each answer choice in Stimulus 2b. Communicate the text in each answer choice.
- Communicate: **Find the sentence that tells that the ball is under the bed.**

Stimulus 2a



The ball is under the bed.

Stimulus 2b



* The ball is under the bed.



The ball is on the bed.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “The ball is under the bed” in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find “The ball is under the bed” in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the sentence “The ball is under the bed” in Stimulus 2b and <i>communicate</i> “This is the sentence that tells that the ball is under the bed”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “The ball is under the bed” in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find “The ball is under the bed” in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b.
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to the underlined word. *Communicate*: **In this sentence the word “above” does not describe the location of the boy.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word that edits the sentence to describe the location of the boy.**

Stimulus 3a



The boy running above the finish line thought he might win.

Stimulus 3b

- *

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the word "toward" in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find the word "toward" in Stimulus 3b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify what the boy is doing in the picture. OR • Have the student touch the boy in the picture and the finish line in the picture. OR • Read the sentence, inserting each answer choice for the underlined word. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the word "toward" in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the word "toward" in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. *Communicate* the text.
- *Communicate*: **This sentence has a phrase that needs to be edited.**
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the phrase that edits the sentence correctly.**

Stimulus 4a



While shopping for groceries, the woman checked her list of food items and then dropped the list through her purse.

Stimulus 4b

from groceries

beneath food items

* into her purse

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “into her purse,”	➡	mark A for question 4.
If the student does not find “into her purse,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “into her purse,”	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find “into her purse,”	➡	mark C for question 4.